OHIO COMMON SCHOOL DIRECTOR.

PUBLISHED BY AUTHORITY OF THE GENERAL ASSEMBLY OF OHIO.

CONDUCTED BY SAMUEL LEWIS, SUPERINTENDENT OF COMMON SCHOOLS.

VOL. I. COLUMBUS, JULY, 1838. NO. 4.

COMMON SCHOOL PUBLICATIONS.

The COMMON SCHOOL ASSISTANT, *a monthly paper published in New York, for the improvement of Primary School Education*, is what its title imports, and is heartily recommended to all friends of Common Schools. Price only fifty cents per year, payable in advance.

The last number is very valuable. The article from Mr. Buckingham is worth a year's cost of the paper.

Several articles prepared by the Editor—Remarks on Education in Holland, Extract from Gov. Everett's Address, &c. &c., justify us in saying that those who subscribe for this paper will find themselves repaid an hundred fold the expense. It is more a National, than a State publication.

Let this and all kindred works be circulated freely; let the subscribers, when they have read it, lend it to their neighbors; especially should every teacher read it, and pass it from house to house, and so each copy may go on doing good for many weeks, and the seed, thus sown, will finally produce the glorious harvest of universal intelligence, virtue, and happiness.

The ANNALS OF EDUCATION is a monthly periodical published in Boston. Each number contains 48 pages, making the volume for the year contain 576 pages, all on the subject of general education. Every number contains the most valuable suggestions and information in reference to common schools. A vast amount of statistical information is also published; and we cannot see how gentlemen friendly to education can, with so little expense, do as much good as causing these two works to circulate in every district in the State.

There may be other works of equal value that have not fallen in our way. We do not intend to impair the value of other publications; but with a firm conviction that the *Common School Assistant*, *The Annals of Education*, and the *Pestalozzian* would, if generally circulated, promote and (I will add) ensure success to the cause of general education, we respectfully call the attention of our fellow-citizens to these works.

In our hurry in the performance of the great amount and variety of labor devolving on this department, we are conscious that we cannot make the OHIO COMMON SCHOOL DIRECTOR such as it should be, to interest the general reader. It is nearly all taken up in forms and explanations that relate more particularly to our own State, and within our own borders; nevertheless, we bespeak, even for the Director, a general reading.

It need hardly be stated, that no one of the editors or printers of either of the works referred to have pecuniary profit in view; neither the Common School Assistant nor the Annals of Education, though extensively circulated, have afforded a fair compensation for editing and printing. The cost of printing the Director is paid by the State, to a certain extent, but no compensation is made for editing. It is the cheapest paper printed in the Nation.

EXTRACTS FROM THE ANNALS OF EDUCATION

Qualification of Teachers.

"The improvements that have been recently introduced into education * * * require a considerable degree of education to enable the school-masters to carry them into practice. Every subject brought forward in the reading lesson must be explained, and the master is expected to be able to answer the questions that the children may put to him; and this he cannot do without considerable information.

"You have not merely to consider the question of teaching, but you have to pay a great deal of regard to public feeling; you must be prepared to yield your own opinions, or your own prejudices, upon many points, and to consider not only what is right in the abstract, but what is right in the particular state of the country, and what is likely to prove acceptable to the country. Now, persons frequently, from particular views and habits, endeavor to make all principles and considerations bend to them.

"The pupil should be taught the courtesies of life, and be permitted to participate in the social circle. He should be led to honor his father and mother, and to appreciate domestic happiness. He should be taught the nature of business relations—the duties of men in their common transactions with each other. He should be taught the nature of crime, and the reward of virtue, and be led to practice the principles of Christianity as a privilege. He should be taught the various processes of manufacturing, and

the extent of production and consumption. He should be taught the advantages of commerce, and of national treaties regulating trade and the rights of citizens. He should be taught the properties and capabilities of the soil, and the extent of its rich and diversified products—the laws of his country and the duties of citizenship.

"He should be made acquainted with the forms and principles of foreign governments. He should be taught the natural economy of the animal creation, and be made familiar with the intellectual, moral, physiological, anatomical, and organic laws of his own system.

"His education should have reference to the exertions and sacrifices which life requires; to self-command and benevolence; to whatever confers dignity or ornament on human nature; whatever opens pure and innocent sources of enjoyment; whatever contributes to elevate man, as a thinking, social, and accountable being, for undying growth and improvement. And as he is led to observe and understand all those principles and things, he should be instructed in the sacred laws of obedience and dependence which the Creator has established throughout the moral and physical world, and the inevitable suffering which follows every abuse and violation of them.

"A plan contemplating so much, may be objected to, as being too extensive for persons in ordinary circumstances; but such an objection has no bearing whatever on the subject. If education be important, then to provide any thing short of the *best*, is to sanction a work imperfectly done. If all cannot afford to pay the price of that course of instruction which our natures and the good of society demand, then it becomes the duty of the public to provide institutions for them at the public charge. Whatever is for the good of an individual is for the good of all; and however liberal the measures of Government may be in relation to education, any expenditure cannot be too much, provided it be made after mature deliberation, and from judicious motives."

Note by Superintendent.—If all this is to be taught, (and we cannot agree which shall be omitted,) surely it will require, for teachers, persons of the best education—highest moral character—most amiable manners—patient industry—purest philanthropy—ardent patriotism—and, to sum up all, it will require, for teachers, persons who, in every respect, are what we could wish our children to be. Parents, are these the kind of teachers in whose hands you have placed your children?

Table of enumeration of youth between four and twenty years of age, as taken by me between the first and twenty-sixth days of October, 1838.

For the Township of _____ *County, State of Ohio.*

Name of parent or guardian.	Name of youth.	Whole districts in the township.												Fractions of districts in this township.											
		District No. 1, composed of part of t. 5, r. 6, t. 6, r. 6, and part of V. military district.			District No. 2, all in t. 5, r. 6.			District No. 3, all in Virg. Mil. dist.			Dist. No. 4. all in t. 6, r. 6.			District composed of parts of Green and Rose townships, being t. 5, r. 6, and t. 6, r. 6.			No. in Green, t. 6, r. 6.			No. in Rose, t. 5, r. 6.			Dist. composed of parts of tps. Raccoon and Turkey, Raccoon being in Va. mil. dist. and Turkey in t. 6, r. 6.			No. in Raccoon.			No. in Turkey.		
		No in t. 6, r. 6.			No. in t. 5, r. 6.			No. in Virg. Mil. district.																	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.

The foregoing table is given as a form to aid the township clerks in taking the enumeration. There are so many different school funds, and so many districts, composed of parts of territory having claims to different school funds, that the utmost accuracy is required, so as to place each youth in the proper district.

The convenience of school organization does not appear to have had any influence in laying off civil townships or counties; and even districts are found made up of parts of two townships, one of which pays, in school money, one dollar a scholar, while the other does not pay five cents. Now that schools attract attention, this difficulty is seen and felt, and, to avoid all collision, the clerk must have his page for each district, and place each name on the proper page, so that his return will show the exact number in each district and fractional district, and in which of the original surveyed townships each youth resides; or if it be in the Virginia military district, United States military district, Connecticut Reserve, Refugee French Grant, or any other tract—as each has separate school funds, varying in amount—so the proper caption at the head of each should be made; and let it be distinctly understood that none can receive a part of the State fund of 200,000 dollars, except those who are returned to the county auditor in proper form by the 15th day of Nov. next. The amount to be paid over to each township depends on the number of youth. Every one should be counted.

The return should be made to the auditor as early as possible after the 20th of October.

[See page 63.]

Annual report of Superintendent of Common Schools for *township*, in *county, for the year* 1838.

No. of school districts.	No. of fractions of districts.	No. of com. schools in the tp. during the year, taught by males and females.	No. of teachers.		No. of white youth between the ages of 4 and 20 years.		No. of scholars enrolled.		Average number in dail by attendance.		Amount paid to the teachers of common schools from public fund.		Am't paid to teachers of common schools, besides public fund.		No. of months schools have been taught in the dist. within the yr.		No. of school-houses built this year.	Cost of school-houses built this year.	Amount of building fund raised by tax this year.	General remarks, such as branches taught, books used, public sentiment on this subject, proposed improvements, &c
			M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.				
1	-	2	2	1	85	60	85	50	50	45	$200	$100	80	70	8	4	1	$100	75	
2	-	2	1	1	60	75	50	45	15	30	100	50	60	40	6	3	1	60	50	
-	1	1	1	0	25	20	20	20	20	10	50	0	20	0	4	0	0	0	0	

NOTE.—The letter M, in the above table, indicates males, and F females. The three lines of figures are examples showing how the blanks would be filled.

TO TOWNSHIP CLERKS.

GENTLEMEN:

You are requested, on or before the 15th day of November next, to report to your county auditors—

1. The number of school districts and fractions of districts in your township.

2. The number of common schools in each district in the township that have been taught during the year.

3. The number of teachers employed in the township in common schools during the year, distinguishing between the males and females.

4. The number of youth between the ages of four and twenty years, in each district; the number of males and females separately.

5. The number of scholars enrolled in the different common schools in each district; males and females separately.

6. The number of the average daily attendance in all the common schools; males and females separately.

7. The whole amount paid to teachers of common schools from public funds, distinguishing between the amount paid male and female teachers.

8. The whole amount paid to teachers of common schools besides the public funds, distinguishing between the amounts paid male and female teachers.

9. The number of months that schools have been taught in each district, distinguishing between the male and female schools.

10. Number of school-houses built this year.

11. Cost of school-houses built this year.

12. Amount of building fund raised by tax.

To aid you in making out your reports, forms have been prepared, which will accompany this circular. The questions are propounded in the simplest possible form, and no question is asked that is not required by law to be answered.

The result must be given for each district by itself, like the example in the form, so that if there are ten districts, or any other number, there must be so many lines of figures carried out opposite the figure denoting the number of the district.

The whole number of youth will, of course, be the aggregates of your previous examination. It is quite possible that you may not, this year, be able to make accurate returns; but do not therefore be discouraged, and give it up. If you cannot make the returns perfect, make them as near so as you can. This measure of procuring the statistics of education has been found indispensable, as a first step, whenever measures were commenced for general education. We hope no officer will neglect his duty in making the proper returns for his township.

You can, in addition, report any other matter that you think important to present to the Legislature, such as defects in the present arrangements, remedies for existing evils, &c.

DISTRICT CLERKS.

In furnishing a form for district clerks' report, those items only are included that are indispensable, and all these can be given from the books of the officer, so that a report can be made in an hour if the records have been kept, and the teachers have made the proper returns.

If the records do not show the facts, or the teachers have not made returns, the clerk should report the facts as near as he can collect them. He knows how many male and female teachers have taught in his district within the year; he can tell by inquiry very near the number of scholars in each, and the wages paid to each teacher. If the report cannot be made exact, let it be as nearly accurate as possible; but at all events give us a report from every district. As district treasurer, he should be careful to make his report accurate and as full as possible; he may of course blend his two reports together, or make them separate at his option. The people at the district meeting will expect to see a full account of the money raised and how it is expended. Men will be more willing to pay these expenses cheerfully when they are annually informed of the discreet and economical disbursement.

However difficult it may be to introduce system in all the school operations, let it be distinctly recollected that it will be still more difficult, if not impossible, to get along with any success without system. These returns will form the director's annual reports to the district meeting and the township clerk.

DISTRICT CLERK'S REPORT.

Report of the Clerk of School District No. 1, in the Township of Green, in Hamilton County, as made to the District meeting in September, 1838, and filed with the Township Clerk.

There have been taught in this district during the past year common schools, making in all months. Of this time months were taught by male teachers and months by female teachers.

The average number of scholars in attendance on the male teachers was males, and females; the average wages was $ per month, (or $ per quarter per scholar as the case may be.) The average number of scholars in attendance on the female teachers was males and females; the average wages was $ per month (or $ per quarter per scholar, as the case may be.) The directors paid out of the school fund $ to the male teachers and $ to the female teachers; the balance was paid by the subscribers. The whole number of youths enrolled in all the schools is males, and females.

The branches taught were (here insert the branches.)

This district has erected school houses this year, the whole cost of which was $. The whole amount of public funds for tuition for this district $; balance on hand, $.

DISTRICT TREASURER'S REPORT.

The District Treasurer's report will be a copy of his account taken from his books; the items will generally be few. It should state particularly if any money has been raised by district tax for purchasing, building, repairing or furnishing school houses, how the money has been expended, and what remains on hand. (See form of treasurer's account in previous number.)

County Auditor's Report of the School Funds and Lands of the several Townships in the County of

			Name of township, including civil name and No. of Range and Township.
			Number of Section and Range.
			Whole proceeds of sale of School land in each township by itself.
			Amount paid into the county treasury prior to Feb. 1, 1838.
			Amount paid into co. treasury since Feb. 1838.
			Amt. of payment due and unpaid.
			Amount of payment not yet due.
			No. of acres unsold.
			Value of School land unsold.
			Income from lands unsold, if under lease.
			When the lease will expire.
			Cost of managing the land rents, &c.
			Has the timber been carefully preserved?
			What is required to protect the unsold land from waste?

The several county auditors will please to furnish the Superintendent of Common Schools as early as convenient, with a statement, showing the whole proceeds of school land sold for each township separately; the amount paid into the county treasury before the first day of February last; the amount paid into the county treasury since that time; the amount of purchase money due for school lands, and unpaid; the amount of purchase money not yet due for school lands; number of acres of school land unsold; value of school land unsold; and the income from such land unsold. Let the aggregates of each township be placed together, and where the proceeds belong to townships out of the county, state it. Be so good as to make this report as accurate as possible.

FORM OF A NOTICE FOR AN ANNUAL DISTRICT MEETING.

Notice of School Meeting.

The householders in school district number (*here write the number of the district.*) in the township of (,) in the county of (,) will take notice, that the annual district meeting will be held on the twenty-first day of September, 1838, being the third Friday in the month, at (*here insert the place of meeting.*) The meeting will be organized at o'clock (*forenoon or afternoon, as the case may be.*) at which time and place the annual report of the school directors will be read, three directors will be elected to serve the ensuing year, and such tax levied for purchasing, building, repairing and furnishing school houses, as the meeting may determine by a majority of voters present.

The above should be dated and signed by the district clerk, and posted up in three public places in the district, at least ten days before the time of meeting; it must also be read in every school in the district five days before the meeting; and it would be well to have it read from the pulpits or places of preaching in the district, and to get the preacher to call public attention to the same.

Special Meeting.

A notice to hold a special district meeting will be in the same general form, stating it to be a special district meeting in the notice, and stating the particular business to be done. If a called meeting is to be held for levying a tax, it should be inserted in the notice, and the amount named, or it will not be legal.

TOWNSHIP CLERK'S EXAMINATION OF SCHOOLS.

The township clerk is required to visit the schools in each district at least once in each year, and examine the books of the teacher, the discipline, mode of teaching and improvement in the school; and he is to keep a journal of all such examinations, and his observations thereon, which is to be subject to the inspection of the school officers.

This duty is important, and no man should retain the office unless he intends to perform the work. It may be added, that there is not a man in the State, who will go through the schools of his township, spend time enough in each to hear the different classes, examine the mode of instruction, &c., set down and write the incidents of his visits, and his own observations and opinions, (if he have a spark of piety, patriotism or sympathy) that will not rise a better and a wiser man for the work. If you don't believe this try it, officer or not. If you can watch the movings of an hundred young minds, as the flush of the cheek, the fire of the eye, the joyful smile, the mortified pride, the sullen frown, the glistening tear, the retiring modest worth, or the forward presumption of the little world in miniature—if you can look at the patient labors of pious patriotic teachers, laboring to bring all this variety of mental power into that kind of subjection that will make every one honorable, useful and happy, and in the best possible way promote the interest of the country; if you can then venture to look forward a score of years, and calculate what part these youth will be acting on the great theatre of human life, or in the still greater world of immortal beings—if you can see and think of all these things, and not find your own heart softened, your sympathies toward your kind warmed, and your patriotism and piety breathing a more ardent and active desire to promote the happiness of mankind and the glory of your beloved country, we envy not your taste or your capabilities for enjoyment.

This examination we suppose would, for each school, require a journal like the following, varying of course to suit the facts in each case.

GREEN TOWNSHIP, COUNTY, }
December 1, 1836. }

Visited the school in district No. 1, found enrolled on the teacher's register 25 male scholars and 23 females; a male teacher professing to teach Reading, Writing, Arithmetic, Geography and English Grammar. The order in this school is not very good; too much effort to govern by motives of fear. The teacher does not exercise sufficient moral influence over the children, nor spend time to convince the scholars of the justice and propriety of his measures. In reading, the children pronounce very well, but do not make themselves sufficiently acquainted with the meaning of the words, the places, or the incidents about which they read; they hurry over their pages too fast, and the teacher neglects to take time to direct the mind of the child to the subjects of the pieces read.

In writing there is not system enough; the teacher writes his copies irregularly, and does not always make his letters in the same form; this embarrasses the beginner, who must first learn to make the letter perfect before a variety of forms can be followed.

In Arithmetic, the teacher confines himself too much to his book;—the scholars are not taught the reason and philosophy of the rules in which they are working.

The clerk should remark at length in this way on all the branches that are taught in the school. Where the teacher, the discipline, mode of instruction, behavior of the scholars, or any thing else will bear commendation, it should be given; but in no other case. Faults should be plainly pointed out, that remedies may be provided. There is no more fatal practice than that of puffing invariably every school and teacher that we see; but fault should never be found with the teacher in the presence of the school. The teacher must be the standard for the children, and nothing should be said or done to make them distrust his wisdom or his integrity.

NEW YORK SCHOOL FUND.

New York appropriates annually to the common schools from the State treasury, $220,000; and each town is obliged to raise by tax as much as its portion of this State fund; and each district is required to have a school taught by a certified teacher at least four months in the year, before it can get its share of the school money.

Fifty-five thousand dollars is to be divided among the schools annually for three years for the purchase of libraries. The towns add an equal sum, which, in three years, will make $330,000 for common school libraries. This sum, though far too small for the contemplated object, is an excellent beginning, and proves that the Empire State is not to be outdone either in physical or intellectual and moral improvements.

Different sums, from $6,000 and under, are given annually to the colleges and academies in the State.

SCHOOL HOUSES.

Our wealthiest school districts, and some of our wealthy towns of the second class,

feel very sensibly their want of good school houses; but how, say many, shall the want be supplied? The rage for accumulating wealth has induced engagements of a financial character to a great extent, and some of the people hesitate to vote taxes sufficient at once to build such houses as the convenience, the interest, and the character of the State requires. All express a desire to borrow money for this purpose after the example of Cincinnati; but loans of small sums, say from $500 to $24,000, cannot be made for a fair interest or for any number of years; besides, but few of the towns and districts have power to contract such loans.

To obviate this difficulty, the following plan has been suggested: Let the State authorize a loan for such sum as may be required to meet the wants of the people, say for twenty years. This can be done at five per cent. Then let the town or district have the amount it may need at the same rate of interest; let the Auditor collect from such town or district the interest annually, and pay it over with the State taxes, and every fourth year, or at any other period that may be fixed; let a portion of the principle be assessed and collected in the same way. In this manner school houses might at once be built, especially in the larger towns. Will the people in Springfield, Dayton, Urbana, Cleveland, Zanesville, Columbus, Steubenville, and all other places, give this subject some attention? The details of the plan would be perfectly simple, and it would not cost the State a cent; each district would pay for what it would get, and none other would pay any thing.

This is one plan. Can any of the friends of schools give us a better? We should be glad if they would turn their attention to it. As questions on this subject, mingled with deep regrets, are meeting us every day.

MORAL FIRMNESS OF PUBLIC OFFICERS.

We met a very good man, a public officer, the other day, whose duty it was to pass upon the expenditures of certain common school officers. He was glad to see us; wanted something done to restrain useless or improvident expenditures of school money; gave an example of improvidence *at least*, in certain situations, to a large amount. We reminded him that no bill could be allowed in his district without his vote; but he was anxious to avoid the responsibility of rejecting a claim set up by other public men who were his neighbors, and withall, clever men, and he would have the law do something that it *cannot do*, while it leaves sufficient power in the hands of officers to make them at all effective. This is the most dangerous of all feelings to indulge. As public officers, we should feel out responsibility, and when public business devolves upon us, should make it *our* business, and guard it as carefully as if it were *our* money instead of that of the public's that was to be appropriated to defray the expense. This is especially requisite in school disbursements. There must, necessarily, be a great many disbursing officers. Checks are placed on all payments, but if the officers who hold the checks are too *clever* to discharge their duty promptly, the schools will suffer great loss.

CINCINNATI COMMON SCHOOLS.

We have this day attended the annual exhibition of the schools with increased pleasure. There were in attendance not less than 2,700 children. The whole number of scholars enrolled is 2,900; the average attendance 2,400. This speaks well. It is doubtful whether those in private schools are, in the aggregate, more punctual. Fifty-five teachers, male and female, are employed, at an annual expense of about 16,000. Hereafter the funds for this purpose will be about $23,000 annually; of course, a great addition to the number of teachers can be made, which is loudly called for. The schools are wholly free; and a gentleman present, from Boston, said he had never seen this exhibition excelled in any thing but numbers. It was, indeed, a spirit-stirring scene; and when called upon to address the audience, we were so overcome with contending emotions, that after speaking ten minutes, we sat down, convinced that no language at our command could express the feelings called forth by the occasion. Would to heaven that some plan could be devised by which we could present that scene to all the people in our State! Surely all would feel as we felt; and such a feeling would be followed by unanimous action in so noble an enterprise. We hope annually, for the next thirty years, should life last so long, to meet our youthful friends of the Cincinnati common schools.

AMERICAN COMMON SCHOOL SOCIETY.

We hail the formation of this society with great joy. A letter from the Secretary says, "The society has resolved to hold a meet-

ing the 15th of August next, at Saratoga Springs." There will, no doubt, be an assemblage of men of talent and patriotism, from whose deliberations great good must result. This is, indeed, a National convention for the *People*. Who will go up to it! It is easy to get up political conventions, ecclesiastical conventions, and almost every other convention, having for its object the support of party in church or State. Are there not enough of enlightened philanthropists who can engage in an enterprise *for all parties*, so as to secure a large—a very large meeting, which will consider how we can best promote this great cause, on which depends the future weal or wo of the whole county, let what party may have the ascendency! Two of our warmest and ablest advocates of common schools in Ohio, have already promised to be there. We shall try hard, when on the Lake shore, to run from Cleveland to Saratoga. All our principle towns in the West should be represented.

TO TOWNSHIP CLERKS.

On my return to Columbus this day (July 8th,) I find many letters from Township Clerks, proposing a great variety of questions in relation to the law, and their duties under it. Some of these questions have been answered in a former number; answers to others will be found in this, and others will be necessarily deferred until the next number is issued.

One word to correspondents on this subject:—There need be no hesitancy in expressing yourselves freely and fully in reference to the School law, and any faults or improvements. We feel no partiality to any form so that the substance is observed. That practice under the law would show its defects was well understood by its framers; and it is presumed that the next Legislature will act upon the very valuable suggestions of the intelligent officers who have given their views on the subject. One thing is encouraging: The plan of the present system is almost universally approved. Experience points out a few provisions that seem to be necessary to reconcile all the parts, and render more definite and certain the whole work. The end sought is to educate the whole community to the greatest possible extent, and to do it in the most convenient and economical manner. The school officers can, by furnishing their views at large, enable the Legislature to correct imperfections, and supply every thing now required to ensure the most glorious success.

Annual Report of the Auditor of County, to the Superintendent of Common Schools of the State of Ohio, for the year 1838.

Name of Township.	
No. of whole districts.	
No. of fractional districts.	
No. of common schools in each township.	
No. of teachers in common schools.	M. / F.
No. of scholars enrolled in common schools.	M. / F.
No. of scholars in average attendance in common schools.	M. / F.
Amount of wages paid teachers of common schools from public funds.	M. / F.
Amount of wages paid teachers of common schools besides public funds.	M. / F.
No. of months common schools have been taught.	M. / F.
No. of school houses built this year.	
Cost of school houses built this year.	
Amount of building fund raised by tax this year.	
Amount of School Fund for each Township the past year.	
Tax from county duplicate 2 mills on the dollar.	
Interest on proceeds of school section 16.	
Rent of school section 16.	
Amount of V. M. district school fund.	
Amount of U. S. M. school fund.	
Connecticut Reserve school fund.	
Any other source.	
General remarks, such as defects of system, remedies for the future, &c.	

TO COUNTY AUDITORS.

GENTLEMEN:

Circulars have been addressed to you in reference to school lands, and proceeds of

school lands, and also in reference to property given for the support of schools. Separate returns will probably be found most convenient.

You have now another form for a return, embracing the substance of the different returns of township clerks in your respective counties. You are respectfully requested to report to the State Superintendent, as early as the first day of December next, the following information:—

1. The name of each township in the county.
2. The number of whole districts in each township, and the number of fractional districts in the proper columns, as in the form.
3. The number of common schools in each township.
4. The number of teachers of common schools in each township, males and females separately.
5. The number of scholars enrolled in common schools; males and females separately.
6. The number of scholars in average daily attendance in common schools; males and females separately.
7. The amount of wages paid teachers of common schools from public funds; males and females separately.
8. The amount of wages paid teachers of common schools, besides public funds; males and females separately.
9. Number of months in the aggregate that common schools have been taught; males and females separately.
10. Number of school houses built this year.
11. Cost of school houses built this year.
12. Amount of building fund for school houses raised this year by taxes.
13. Amount of school tax from county duplicate, proceeds of the 2 mills on the dollar.
14. Amount of interest on proceeds of school section 16, if sold.
15. Amount of rent of school section.
16. Amount of Virginia military school fund for each township.
17. Amount of United States military district school fund for each township.
18. Amount of Connecticut Reserve school fund for each township.
19. Amount of school funds from all other sources.

To the answers to these, you are requested to add such remarks as you think proper, as to any defects of the present law or difficulty in its execution, with suggestions of such remedies as you think proper to name.

The aggregates of the townships should be put together as in the form; the returns should in no case be written out in any other way. Last year some auditors wrote over a quire of paper to give what others condensed and gave on one page in the form prescribed. Some auditors gave tables, but gave the details of each district, making as many tables as there were townships. We wish this year to have but one table for a county, except where there is some peculiarity or difficulty, when the details may be gone into. If we had but one or two hundred townships, we could take the details of all; but now the work is cut up into more than 1,200 townships, and 9,000 school districts. The township and county superintendents are expected to examine critically the returns of the districts in all their details, and report all cases of difficulty in addition to their annual returns.

	Name of township.	Auditor's report of the number of white youth, married, between the ages of 4 and 20 years, in the several townships in ——, Ohio.
	The whole number in the township.	
	No. in original surveyed township, No. — in range No. —.	
	No. residing in the Virginia military district.	
	No. residing in the U. S. military district.	
	No. residing in the Connecticut Western Reserve district.	

Here rule a column or columns for any other class of youth, and make as many columns as it will require to place those of each original surveyed township by themselves; so with any other smaller division, such as the French Grant, &c.

None but those who witness the difficulty, complaint, and controversy arising from want of accuracy in the returns of enumeration, can conceive how important it is to have this part of the business done promptly and with the utmost accuracy. This difficulty does not exist in any other State in the Union.

TO COUNTY AUDITORS.

Enumeration.

The Auditors are requested to make their return of the enumeration separately, and as early as possible after the first of November. Let it be remembered that the State Auditor apportions all the different school

funds on the fifteenth day of December, and he cannot withhold any for counties that shall not have made their reports; the distribution is made according to the number of youth, and unless the number of youth is returned, the township or county will lose all the advantage of the liberal State school fund of $200,000.

The auditors should urge the township clerks forward, if there is any time danger of delay. The form of the county auditor's return of the enumeration to the State Superintendent will be simple, and can be best made out by itself, as herewith given. It may be observed, that the township returns to the county auditor are much the most complicated, because the county auditor has a greater variety of funds to distribute, and sometimes two or three different kinds of funds for the same township; but from the township returns, the auditor can easily make out his return to the State Superintendent.

Extract from the regulations of a county Board of Examiners.

The following is inserted as a specimen of one county. Other counties can adopt this, or any other rule that the Board believe best calculated to effect the main object.

ARTICLE VII.

The Board will give three grades of certificates, the lowest of which shall state that the person who receives it is QUALIFIED to teach reading, writing, and arithmetic, (and such other branches as the candidate may stand a satisfactory examination upon,) and who, in addition to the capacity to teach the above subjects, furnishes satisfactory evidence, from examination and testimonials, that he or she possesses the ability to govern and manage a school. Such certificate will be valid only six months.

The second grade of certificates shall express the same as the lowest, but instead of qualified, shall read WELL QUALIFIED. They will be granted to such teachers as possess at least a good knowledge of reading, writing, arithmetic, English grammar, modern geography, and United States history, and who also furnish sufficient evidence that they are well qualified to govern and manage a school. This grade of certificates will be valid at least one year.

The highest grade of certificates will be characterized by the words EMINENTLY WELL QUALIFIED. They will be granted only to those who furnish sufficient evidence of being well qualified to govern and manage a school, who possess a thorough knowledge of all the subjects upon which they are examined, and who are acquainted with all, or nearly all, of the following branches, viz: reading, penmanship, the principles of the rules in arithmetic, ancient and modern history, physical geography, with the elements of astronomy and the use of the globes, philosophy of language, including the analysis and meaning of words, correction of false syntax, rhetoric, composition, &c., algebra, at least through quadrities, plane geometry and mensuration, an elementary course of chemistry and natural philosophy, the constitution of the State of Ohio, together with that of the United States.

CERTIFICATE.

The Board of School Examiners of Hamilton county, Ohio, at a regular meeting, having examined in reference to qualifications and ability to teach and govern a school; and having inspected credentials and certificates of character, do hereby certify that is QUALIFIED (or well qualified, or eminently well qualified, as the case may be,) to teach reading, writing, and arithmetic, (here insert such other branches as the candidate may pass an examination upon,) and that has furnished sufficient evidence that sustains a good moral character, and possesses the ability to manage and govern a school.

This certificate to be valid months from this date.

Given under our hands, at the council chamber in Cincinnati, this day of 18 .

ALBERT PICKETT, Sen.,
WM. H. McGUFFEY,
JOSEPH RAY,
Board of Examiners.

From the Common School Assistant.

REMARKS OF GOV. EVERETT.

1. "Give me the means of educating my children, and I will not exchange its thirstiest sands nor its barest peak, for the most fertile spot on earth, deprived of these blessings. I had rather occupy the bleakest nook of the mountain that towers above us,* with the wild wolf and the rattlesnake for my nearest neighbors, and a snug little school-house, well kept, at the bottom of the hill, than dwell in a paradise of fertili-

*Saddle mountain, between Williamstown and Adams.

ry, if I must bring up my children in lazy, pampered, self-sufficient ignorance.

2. "A man may protect himself against the rattle and the venom, but if he unnecessarily leaves the mind of his offspring a prey to ignorance and the vices that too often follow in its train, he may find too late for remedy,

> How sharper than a serpent's tooth it is,
> To have a thankless child.

3. "A thankless child! No, I will not wrong even him. He may be any thing else that's bad, but he cannot be a *thankless* child. What has he to be thankful for! No. The man who unnecessarily deprives his son of education, and thus knowingly trains him up in the way he should not go, may have a perverse, an intractable, a prodigal child, one who will bring down, aye, drag down his gray hairs with sorrow, to the grave; but a thankless child he cannot have.

4. "As I have said, I think this matter must be looked to. If the all-important duty of *leading out* the mental powers of the young is entrusted to the cheapest hand that can be hired to do the work—to one who is barely able to pass a nominal examination by a committee sometimes more ignorant than himself, in the modicum of learning prescribed by law; and slender as the privilege of such instruction is, if it be enjoyed by our children but for ten or twelve weeks in the year—as is the case in too many towns in the commonwealth—it is plain to see that they are deprived of the best part of their birthright.

5. "I know it is said that these few weeks, in the depth of the winter, are all of his children's time that the frugal husbandman can spare. But can it be so? Can the labors of the field, or any other labors, be so hotly pressed among us that ten or twelve weeks are all the time for which the labor of the youth of both sexes can be dispensed with for five or six hours a day!

6. "I speak with diffidence on the subject, but such I apprehend cannot be the case. I cannot but think that a majority of the citizens of Massachusetts, of all pursuits and callings, might, without the least detriment to their interests, send their children steadily to a good school seven months in the year, and more or less of the time the other five.

7. "Without detriment, did I say! Nay, with incalculable advantage to their children, to themselves, and to the State. It would be more rational to talk about not affording seed-corn, than to talk about not affording our children as much of their time as is necessary for their education. What! shall a man plant his field, and allow his child's intellect to run to weeds!

8. "It would be as wise to eat up all the wheat, and sow the husks and the chaff for next year's crop, as, on a principle of thrift, to sow ignorance and its attendant helplessness and prejudices in your children's minds, and expect to reap an honorable and a happy manhood.

9. "It would be better husbandry to go in the summer, and clatter with a hoe in the bare gravel, where nothing was ever sown but the feathered seed of the Canada thistle, which the west wind drops from its sweeping wings, and come back in autumn and expect to find a field of yellow grain nodding to the sickle, than to allow your son to grow up without useful knowledge, and expect that he will sustain himself with respectability in life, or (if consideration may be had of self-interest) prompt and comfort your decline.

10. "Not spare your children's time! Spare it, I might ask you, from what! Is any thing more important! Spare it for what! Can it be better employed than in that cultivation of the mind which will vastly increase the value of every subsequent hour of life! And to confine them, in the morning of their days, to a round of labor for the meat that perisheth, is it not when our children ask for bread to give them a stone! when they ask for a fish to give them a serpent, which will sting our bosoms as well as theirs!

11. "Our governments, as well as individuals, have, I must needs say, a duty to discharge to the cause of education. Something has been done—by some of the State governments much has been done—for this cause; but too much, I fear, remains undone. In the main, in appropriating the public funds, we tread too much in the footsteps of European precedents. I could wish our legislators might be animated with a purer ambition."

From the London Courier.

EDUCATION IN HOLLAND.

On the state of education in Holland, by M. Victor Cousin. Translated by Leonard Horner, Esq., F. R. S.—Murray.

1. Nothing can more strikingly exemplify the effects of a wise and extended system of education in Holland, and the effects of our own lamentable and humiliating want of such a system, than the facts which Mr. Horner has placed in juxta-position. In the account which M. Cousin gives of his

visit to the Penitentiary for male delinquents at Rotterdam, we clearly trace the happy influence of education upon the morals of the great class of the community.

2. The number of Juvenile offenders, including all under eighteen years of age, collected from every part of Holland, who were under confinement in September, 1836, did not exceed 150 out of a population of 2,500,000. Mr. Horner almost doubted the accuracy even of M. Cousin; he inquired, and was convinced. In the Penitentiary for female delinquents at Amsterdam, the number did not exceed thirty.

3. It must be remarked that these imprisonments take place in cases where the guilt arises from ignorance only; the accused, if under sixteen, being on such proof exempted from the regular punishment provided for the crime. Were there such an article in our penal code—were offenders here who sin from ignorance, imprisoned apart and educated as in Holland, how quickly our jails would be thinned of their population!

4. Let us turn to the sickening contrast; the number of boys, aged sixteen and under, committed to prison in the jails of London alone, in the year 1836, was 3,132, not one of whom can be supposed to have been "educated" during imprisonment, or to have been discharged from prison with much prospect of regaining his character. It may be worth while to quote from the same report a proof of the enormous proportion of offenders in this country who are destitute of education.

5. Of the total number of offenders in the above year, viz. 78,157, upwards of 20,000 could neither read nor write, while upwards of 30,000 could either read only, or read and write too, but very imperfectly, thus affording a true ground for declaring that 51,043 out of the total number had been deprived of all moral training from education.

* * * * *

11. What an advance has Holland made within the present century! Fifty years ago, primary instruction was in the same state there as in the rest of Europe. The change is mainly attributable to the "Society for the General Good," whose councils and example spurred the Government to action. It was in 1801 that the first law of public education was passed.

12. Amendments were adopted in 1803 and 1806; when that code of primary instruction was settled, which, founded on wise principles, united in all its parts, conformable to the spirit of the people, and adapting itself to the customs and habits of the different provinces, has survived three great revolutions, and remains undisturbed to the present time.

13. The law, the regulation of the provinces, and those of individual schools, have been so little altered, that M. Cousin found them in 1836, what Cuvier had reported them to be in 1811—with this sole difference, that the system had acquired complete development and firmness of structure. The tree has thus been known by its fruits; and what those fruits are, we are partly shown by a glance at the penitentiaries. The following short passage will afford a further sample of the system and its result!

14. "At the Hague, there are four schools for the poor; and Mr. Wynbeck took me to the largest of them. It contained a thousand children, from five to twelve years of age; they pay absolutely nothing; all that is required of them is, that they come well combed, well washed, and as clean as their poverty will allow. These thousand children were collected in two large schoolrooms, seven hundred on the ground floor, and three hundred on the floor above; without any distinction as to sex or religion.

15. "It was one of these schools which made so great an impression on Cuvier, on his first arrival in Holland. To satisfy me that, in this school, children of every religious denomination are received, which is also the case in all other schools, Mr. Wynbeck passed along several of the benches, asking each child to tell him aloud to what congregation it belonged.

16. "There were on the same bench children of every christian communion, with the various shades of difference; Catholics, Calvinists, Lutherans, Remonstrants, and Anabaptists; and Jews, were mingled indiscriminately with Christians. I had, in this school, an anticipation of what I should find throughout Holland; that entire toleration which pervades it in every part."

17. Morality and religion are at all times inculcated in these schools, "but there is no special teaching of them save by means of the bible history." There is no mutual instruction, except in a particular and limited sense, in Holland; the Bell and Lancaster system having been tried and rejected there as in Germany, it is condemned as radically defective, both by Mr. Horner and M. Cousin.

18. But in every Dutch school, the presence of the master is universally felt; his authority and direction are every where visible; for there, as in Prussia and Germany, normal schools, seminaries for schoolmasters—that grand desideratum, a system-

atic plan for training the teachers—have long formed a plan of public instruction.

19. The effect is seen in the condition of the schools in general, from the infant ones upwards—of the free seminaries for the poor, as of those for the middle classes. In 1835, there were 2,852 primary schools subject to inspection; the ten provinces of the kingdom being divided into 77 school districts, to each of which an inspector is appointed, besides local boards of superintendence.

20. Thus each inspector has on an average 37 schools under his charge. This system "works well" in a country possessing, like Holland, a representative Government, without resorting to the plan of compulsory education as existing in Prussia.

From the Common School Assistant.

HOW TO IMPROVE COLLEGES.

1. The most certain way to improve our higher institutions, is to elevate the education of the mass—to increase the intelligence of that class who are, by their condition, never to have the teachings of the college.

2. That part of the community, called the liberally educated, will always measure their attainments by comparing themselves with the general amount of intelligence in the community. If the whole people are well educated, and have an high aim in their studies, conversation, and general efforts, those who are preparing to teach and to lead, *must* make greater attainments, than if, on the other hand, the mass are credulous and ignorant.

3. He, then, who would have a higher literature for his country, who would see around him, as ornaments and towers of strength, noble, giant minds, must adopt and co-operate with *immediate* measures for the improvement of the common schools; for, in these schools, do the multitude receive all its education.

4. We cannot elevate the lower classes, as they are sometimes called, without raising the more fortunate in the same proportion. Nor will those who receive a liberal education, ever place before them a loftier standard of learning and excellence, till they are compelled to do so by the approaching intelligence of the people. If we would have a higher literature in our colleges, we must have a more thorough education in our common schools.

5. Again, if the children, through *good* elementary schools, receive a love of letters—a desire for higher improvement, they will go to the college, and thus, by patronising, improve the higher institution. But if the primary school, by being a miserable thing, has given a distaste for learning, a loathing of books and of study, the pupils will never go to the college; and it will thus lose the support of the great mass of the people.

6. The best way to make colleges flourish is, not to give them large donations periodically, but to crowd them with vigorous, thirsting minds, which can start and receive this early bent only from among the people's school.

7. Once more: if the students are to leave the college with strong minds and greater acquirements, they must enter it with a better preparation; and this better preparation can be secured only by a more thorough, and a more *correct* system of instruction in the common schools.

8. Now, our early defective education either disqualifies us for a literary life, or makes that life one constant struggle with our defects and errors. It takes one half of the college life to correct what the bad common school taught erroneously, and to teach what the primary school should have taught.

9. We say, then, if the friends of colleges wish to improve these institutions, or give a higher literature to our country, they must go to work, *as the first and necessary step*, for the common schools.

"Eschewing narrow prejudice,
I would have learning's ray
Be, to the mighty and the mean,
Free as the light of day.

"And if the people's march of mind
We dread, the thought should make us
Take longer strides in Wisdom's paths,
Lest they should overtake us."

EXTRACT FROM BUCKINGHAM,

On the Principles, means and end of Education.

29. Lastly, comes *Enjoyment*—the crowning stone of the arch of a nation's happiness and true glory. To this, education contributes as powerfully as it does to production, combination, organization, and distribution: and without enjoyment all these would be useless.

30. In an uneducated nation, life is a perpetual struggle of vain and fruitless efforts after a bare subsistence, in the great mass of the people; and alternations of vacancy, irritation, disappointment, and indifference, in those who may be made the

depositories of authority or power. In an educated nation, the enjoyment of every blessing that man can appreciate will be just in proportion to the excellence of the education received, and the extent to which it is diffused. The physical part of education will give health, personal beauty, vigor, activity, and all their high delights; the intellectual part of education will give knowledge, skill, and power of producing, combining, and distributing wealth; and the moral power of education will teach the due appreciation of the ends of existence, the distinction between the true and the false in pleasure and pain—and while it enlarges all the faculties of real enjoyment in art, science, literature, justice, and benevolence, it will make all these subservient to the two great branches of divine and human morality, "on which hang all the law and the prophets," the love of a wise and beneficent God, and the study and enjoyment of the wonders and beauties of his creation; and the love of our fellow beings, as the creatures of his hand, with an affection coextensive with that which we desire to be loved ourselves.

31. If the reader wishes to make a practical application of these truths to the illustrations of history, in the case of particular nations, almost any country will furnish him an example. But let him take England and America, and these will suffice.

31. Little more than a thousand years ago, the island of Britain was inhabited by a race so ignorant and barbarous, that the Romans doubted whether they possessed capacity enough to be made useful as slaves. The surface of the island was then covered with dense forests, and the people, clothed in skins, were scarcely a remove above the brute creation. Now, it is not too much to say, that in wealth, intelligence, extent or possession, political influence, and moral power, she ranks among the foremost of the nations of the earth.

32. Education, physical, intellectual, and moral, has been the chief cause of the immeasurable difference between her two states or conditions; and all the wealth, power, and influence she possesses, having been obtained by the constant improvements, and accumulated results of her agriculture, mining, manufactures, and commerce, aided by legislation, and crowned by literature, art, science, morals, and religion, education has been the alpha and omega, the beginning and the end of all.

33. Less than two hundred years ago, the territory now occupied by the United States of North America, was covered with primeval forests more dense and more extensive than those of Britain, and peopled by a race of Indians, who had never made the slightest advance in civilization for thousands of years preceding. Now, the same territory is covered with splendid cities, crossed by magnificent roads and canals, bordered by harbors teeming with ships, and inhabited by a population as intelligent and as moral, as powerful and as influencial, as any of the oldest nations of Europe, and much more so than many.

34. The intelligence and industry brought by the new race of settlers, who, from various motives and at various times, resorted hither from beyond the Atlantic, has alone created this difference between its present and its past condition. If a race as ignorant and uneducated as the Indians themselves, had come from some other quarter to plant themselves here, the extirpation of the aborigines, and the triumph of the invaders, might have been achieved; but as to any improvement in the condition of either, without education, it would not have been effected.

35. The last point to be considered, is, the pains and penalties to which nations must be subject, where education does not exist—or, in other words, "What are the national evils inseparable from general ignorance?"

36. To this, the answer is very brief: namely: a privation of all the benefits which education has been shown to communicate to the nations which are blessed with it; and the examples of these evils are to be seen in the savage condition of the western wilds of America beyond the Mississippi; in the wretched and miserable condition of nearly the whole of the great continent of Africa; in the wild and untutored cannibals of the South Seas and Australia; and in the comparatively prostrate condition of very large portions of Asia.

37. In all these, the cause and effect are so obvious, that it is sufficient to point them out for observation, and reflection and examination will make conviction complete.

In my next communication, I propose to answer the fourth question: "What is the best system of general education, adapted to the general wants and especial pursuits of all classes?" If time and opportunity permit, I will forward this for the next month. My first communication was written at New York, my second at Washington, my third at Baltimore, and my fourth I hope to send you from Philadelphia: but though there will be great variety in the localities in which they have their birth, I shall endeavor to make them all converge to the same end.

J. S. BUCKINGHAM.

ENUMERATION OF FRACTIONAL DISTRICTS.

Where a district is composed of parts of two or more civil township, the clerk of each civil township must take the enumeration of so much of the fractional district in his own township. Every week's experience proves the great inconvenience of such an arrangement of districts; but the officers must do the best they can with those already formed, and comfort themselves with the reflection that no addition to the number will be made hereafter.

WHAT THE SCHOOL LAW HAS DONE THIS YEAR.

It has called the attention of the people to the subject, and however much we may complain of the prevailing apathy, it must be admitted that the subject is discussed every where ten times as much as formerly, and in many places this discussion is followed by immediate action. There is, in many cases, an impatience to go forward in building school houses and establishing schools. It is said that revolutions never go backward, nor have we any fear, but that the great moral and intellectual revolution now begun will go forward. The subject cannot be discussed without advantage, for it has really but one side to it. The people begin distinctly to understand that it is only through a good common school system that their families can ever enjoy any thing like equal advantages in our country.

TO TOWNSHIP CLERKS.

The law does not, we think, require the township clerk to repeat his visit to the schools as often as teachers may be changed in the same districts. This would be desirable if proper compensation were allowed, and we hope such provision will ultimately be made; but for the present the clerk will have complied with the letter of the law, by going to each district and examining the schools once a year. We repeat a hope, that some provision and compensation will be made for more frequent visits.

COMPENSATION TO TOWNSHIP CLERKS.

It is interesting to see the great variety of opinions that are expressed by different correspondents on this subject, and in reply it may be sufficient now to say, that it is only reasonable for these officers to be paid a fair compensation for services actually rendered. It is true, that in some cases township clerks take very little interest in the matter; but as a general rule, they are interested and active; and if the question were left with me, they should be paid such sum as would fully compensate them for their time. It is hoped that the Legislature will make such provision. This work must be done by some persons; and such inducements should be held out as to secure efficient men to do it.

WHAT RIGHT HAVE HOUSEHOLDERS TO VOTE ON SCHOOL MATTERS!

A very few men who entertain an other subjects a correct opinion, do very greatly err on this point. One says that "it needs but little argument to show the injustice of any persons being authorized to vote taxes for school purposes, merely because they are householders." Now, with deference be it said, it will need not only a *little*, but a *great deal*, of argument to show that a man's interest in the community depends entirely on his land and money. This is an exploded doctrine. It was orthodox once, and is occasionally advanced now; but it won't stand the ordeal of public opinion. It would be a restriction of popular liberty and the elective franchise, when the whole tendency of our institutions is the enlargement of both. As our opinion is asked, we willingly answer, that the voting direct at school meetings for school money, is in principle no more than voting for legislators, who, following public opinion, would be sure to vote money, if required by a majority of their constituents. It is but carrying out the principle of our institutions, viz., that all power belongs to the people, to be exercised within legal and constitutional limits. The people are supposed capable of determining on the most important affairs of Government; and appeals are constantly made to them to support this and that public measure of great moment; and shall we say that their votes are only to be received when wanted to sustain political measures (so often deeply tinctured with party strife,) but on the greater and more important interest of providing for the welfare of their families, and the education of their children, they shall have no vote! This would be going backward, and will not be permitted. The people will not tolerate for a moment any restriction of the

right to vote on all questions, including school business. The man with a wife and children, who supports them, or endeavors to do so by honest industry, though not blest with money, has as deep an interest in his country's welfare, is as patriotic, as deserving, and generally full as useful to his country as the wealthy man. We cannot, therefore, recommend any further restriction of this privilege. It would be the ruin of the system. The votes of the people are required to sustain it. The school law is the only one that extends its benefits equally to all the community;—the poor man as well as the rich.

CAN TRUSTEES ALTER DISTRICTS BEFORE NEXT MARCH?

The time for plotting districts has passed, and it will scarcely avail any thing to answer questions on this subject. We will only say that, as we understand the law, the trustees were required to make the districts conform to the greatest convenience of the people, and, where districts were not already so laid out, to make such alterations as they believed public convenience required, having proper reference to the former lines, where they could be found. This most difficult part of the organization is now effected, and nothing more can be done until March, except to complete the maps where they are not made. The trustees, whom we think the only responsible judges, have no doubt done what they thought best; they could have no motive to do wrong. If error exists, it has grown out of too great a readiness to accommodate for the present, without looking to the ultimate wants. We should do the best we can, remembering that all cannot be pleased, and taking it for granted that others are as likely to be right in their views as we; we must give and take, or, as the sailors say, "we must luff and bear away."

WHAT IS MORAL CHARACTER?

One asks if a man who occasionally drinks to excess, is of such a moral character as fits him for a teacher. The same is asked of a man who swears profanely, and so of divers other vices; and the Superintendent is expected to answer all these questions. Now, so far as our opinion goes, it is decidedly, that neither the intemperate nor profane man should obtain a certificate of moral character within the meaning of the school law, unless these branches are what we wish should form a part of the education of our children. The teacher should practice, neither in nor out of school, no vice or habit that we are unwilling should form a part of the character of our children.

NEW DISTRICTS — PARTS OF DISTRICTS.

Where a district is altered in its number, or where a new township is laid off so as to leave several districts in the new township after the distribution of the school money, how shall it be paid out? The treasurer of the district has received money for district one, in Eagle township; that district is now number two in Warren township, and the treasurer refuses to pay to either.

Cases like the above are very common, and have been for several years, and are not, in so many words, provided for under the old law. The fourteenth section of the new law, we think, covers the cases fully, and directs the money to be paid over to the use of those persons occupying the same territory to which the money was originally appropriated. The officers holding school money (and there are many such) for districts that have been changed in name or boundary, should pay to the district, or to the several parts of the district, if it is divided, for which the money was in fact appropriated.

TOWNSHIP CLERKS.

In the United States military, Virginia military, and Western Reserve districts, of course have nothing to do with answering questions in reference to section 16, or lands in lieu thereof.

THE OHIO COMMON SCHOOL DIRECTOR,

Will be published every two months, or six times a year, forming a volume of Ninety six pages. Extra numbers can be furnished to subscribers at the rate of six volumes for one dollar; payment in all cases to be made in advance. Persons wishing to subscribe for this paper can write, and hand their names and address to the County Auditors of the several counties of this State, who are fully authorized to receive and receipt for all money on account of subscription; and, in their correspondence with the State Superintendent, can remit the money received, with the proper directions for the additional numbers. For the purpose of convenience, Township Clerks are also authorized to receive subscriptions and forward the same, with the money, to the County Auditors.

March, 1838.

S. MEDARY, STATE PRINTER.